

Developmental Program at CST

M. Anderson

"Decade of decision," a common phrase these days, is applied alike to political trends, scientific advances, or liberal arts education. Americans understanding developments in Berlin and Russian space flights can imagine the putting-of-heads-together which is taking place to meet the political or scientific challenges.

Whether Americans—even students and educators—realize the necessary decisions and actions which must take place within the next few years if education is to advance becomes another, and a serious consideration.

During the 1950 decade, far-sighted educators began analyzing what would happen when economically influenced increases in education costs and the 1947-1950 babies met, in the mid-1960's, at entrances to liberal arts colleges. Predictions estimated that the strain of these two factors—rising costs and student enrollments—will crush all but 100 of the 1,800 liberal arts colleges across the country.

Paul H. Davis, former college president and now an educational consultant, estimates that only 20 colleges will be educationally significant by 1970. Other educators are adding another factor to the increased crisis within the educational field: keeping pace with the demand for excellence.

Demonstrating awareness of the importance of the coming nine years to the College of St. Teresa, Sister Olive Louise, our president, announced at the faculty workshop, September 18, that the College was undertaking a total college development plan. Sister outlined a program which will involve every department of the College, the faculty, students, and friends of St. Teresa's.

The aim of the development program will be to increase the effectiveness of the College as a whole. When the study is complete, the curriculum will include the most effective phases of the curriculum combined with recent educational trends, projections of student increases to an enrollment of 1,000, and financial programs to meet the economic needs of the College.

Coordinated with the internal

Continued on Page 6, col. 1

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No. 1

Changes In Administration And Faculty Are Announced

Sister Olive Louise Dallavis, C.S.J., has been appointed the new president of the College. She succeeds Sister Mary Daniel, who has retired because of ill health. Sister Olive Louise has a Master's degree from the University of Illinois, and was dean of women last year. She is replaced in this office by Sister Grace Louise, head of the Department of Business Administration.

New instructors added to the faculty are the following:

Sister Rose Daniel Harrington joins the Chemistry Department. Sister received a master's degree from the University of Notre Dame. During the past summer, she studied at Cornell University under a Shell Merit Fellowship. She was a member of the St. Teresa Faculty from 1948-1952. Since that time she has taught in Denver and Green Bay, Wisconsin.

A new faculty member added to the Music Department is Sister Mary Laurent Duggan. She is a candidate for the doctorate at the Eastman School of Music, Rochester.

Part-time Faculty

Teaching classes in elementary and intermediate French is Miss Shirley Troc, a native of Brussels, Belgium. She received her degree from the Ecole Normale Emile Andre and taught in Brussels before coming to the United States this summer.

Sister Mary Philip Bieg, of the Medical Record Library Science faculty, has her certificate in this field from St. Louis University and was formerly at St. Joseph's Hospital in Kirkwood, Missouri.

C. Kermit Phelps, Ph.D., has rejoined the faculty as a part-time instructor in psychology. Dr. Phelps, a graduate of the University of Kansas, is the chief clinical psychologist for psychological services, Veteran's Hospital.

Sister Marie Georgette Eschbacher, M.A., who will be a part-



Sister Olive Louise time instructor later in the year, received her degree in language arts from Saint John College, Cleveland, and is currently the diocesan school office supervisor for the Kansas City-St. Joseph diocese.

Other new faculty members include Geraldine Kramer, Candidate for a doctorate in English at the University of Kansas City; Mary Helen Leahy, a graduate of the Nursing Department of the College; and Mr. Ansgar N. Johansen, director of counseling, who has joined the staff on a full-time basis this year.

In This Issue . . .

Let us call your attention to articles you won't want to miss. There is Mrs. Anderson's informative article on the developmental program of the College, p. 1 . . . and our Woodrow Wilson Fellowship Winners on p. 2. Sister M. Felice takes a look at the Humanities Programs in her article on p. 7 and Janet Chisholm writes about her reactions to the freshman orientation days on pp. 4 and 5. For a review of a timely and intelligent book on education see Ann Carey's analysis of Molnar's *THE FUTURE OF EDUCATION*, p. 6.

Enrollment Is Up; Freshmen Number 120

The College of St. Teresa began its twenty-first year as a four-year liberal arts college on September 19. The following day the chaplain, Father Luke Feldstein, O.P., celebrated the Mass of the Holy Spirit in the auditorium to ask God's blessings on the coming scholastic year.

The total enrollment is 570, a more than 13% increase over last year. Out of this number, 340 are full-time students. A full-time student is according to the catalogue one who takes 12 or more semester hours. The largest class is the freshman group, with 105 full-time and 15 part-time students, about one-third of the enrollment.

Jesuit Editor To Address Students Oct. 30

At an assembly on October 30, 2:00 p.m., Father Richard F. Smith, S.J., editor of the *REVIEW FOR RELIGIOUS* and professor of Theology at St. Mary's College, St. Mary's Kansas, will speak to the students on the forthcoming Ecumenical Council. Father received his doctorate in theology from the Gregorian in Rome.

After the assembly, students will be able to question Father, giving them the opportunity to learn about the council from a competent authority.

Special Assembly Planned

A special assembly on October 23 at two o'clock is being planned for the mothers and daughters. At this time Sister Olive Louise, president, will introduce Mr. Angus McCallum, the architect of the future St. Teresa's, Mrs. Marion Anderson, public relations, and Miss Helen Jane Gray, admissions.

The group will be briefed on the plans that are being made for the new physical plant to be located on the fifty-acre tract at 120th and Wornall, on the ideals in the scholastic area, and the recruitment program.

OUR "NEW LOOK"

The new TERESIAN staff, whether in a moment of keen foresightedness, or mere blind frivolity, has decided to break a long tradition and change from the conventional newspaper size used for the past thirty years to the modern, and, we hope, less cumbersome magazine size which you are holding in your hand. This change will not materially alter the space in the TERESIAN, however, for we have also added a center section, conveniently attached so that your paper won't dismember, even after a violent shaking.

In addition to our new appearance, there will also be introduced several new items which have not been found in former TERESIANS. However, unlike the recently renovated SATURDAY EVENING POST, your newspaper will not take on a complexion completely foreign to you, for we intend to maintain much the same content as was found in last year's publication. This, of course, will be mainly feature material, for it is rather difficult to present current news in a monthly newspaper. In this way, we will attempt to keep you informed of matters of interest both on and off our campus, as well as present some fresh ideas.

We also wish to add, with a note of pride, that our change has not necessitated any rise in costs, also contrary to the policy of our afore-mentioned rival, the POST. The editorial staff seriously considered a gimmick of the POST type; however, we found it extremely difficult to place our title within the hook of a small "e".

Your new staff will endeavor to produce a paper of quality and interest. Since this is the newspaper of the whole school, and not merely the undertaking of one department, we wish to welcome any ideas, suggestions, contributions, or criticisms during the year that might be of assistance to us in turning out a newspaper that should be an asset to the College.

The Editor

Rockhurst Lecture Series Of Value To Students

For six successful years Rockhurst College has been performing a very valuable service to students and teachers, as well as the general public, through its Visiting Scholar Program. During these years, Rockhurst has generously afforded us the opportunity to attend lectures by such noted persons as Robert Frost, Anton Pegis, and Etienne Gilson, to mention a few.

Judging from the first offering of this year, the current program should be as equally informative and stimulating as those in the past. Cleanth Brooks, professor of English at Yale University, will speak in Rockhurst's Sedgwick Auditorium on Thursday, October 12. His lecture, beginning at eight o'clock, is on William Faulkner's

vision of good and evil. Mr. Brooks is currently writing a book on Faulkner, and his interest in the fellow Southerner is the basis for his lecture.

To CST students, especially the English majors, Cleanth Brooks is a familiar name. One of his books, *THE WELL-WROUGHT URN*, is currently being used in the Literary Theory class.

Rockhurst has cordially invited all St. Teresa students and teachers who might wish to attend this free lecture to do so. Reservations for the occasion may be made through Rockhurst. Any additional information in regard to this program, as well as notice of coming events, may be obtained from Rev. Vincent Dawes, S.J., chairman of the Visiting Scholar Program.



COLLEGE DAY is coming soon! (Oct. 16) This traditional day held each year in honor of St. Teresa of Avila will begin with Mass, followed by a brunch. In the afternoon, a parade showing off the creative talents of each class, will be held, with special members of the faculty acting as judges. The theme of the parade this year is "Tessie on Broadway." Each class has selected a particular aspect of this theme and will decorate an allotted six cars accordingly.

Graduate Nurse Receives Grant

A 1961 graduate nurse has been awarded a United States Public Health Grant to be used for graduate work at the school of her choice. Mary Jo McLarney, the recipient of this award is now attending Boston University where she is studying maternal-child nursing.

After a year of study she will write her thesis and receive her Master's degree and intends to become a teacher.

The grant provides tuition, fees, travel expenses and a \$250 monthly allowance.

Mary Jo was Vice-President of district No. 2 of the Student Nurses Association and was chosen Miss Student Nurse of the district.

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Case Will Is Valid; College Receives \$76,000

After four years in the courts the will of Mr. Sumner Case has been pronounced a valid will and the College of St. Teresa will receive about \$76,000. Mr. Case, a convert to the Catholic Church, was interested in the College through the adult education program.

Mr. Case had no immediate family. His wife had died shortly before he did and the relatives then contested the will. Now, however, his money will be used as he wished it to be, namely, for charitable and educational institutions. The College received one-fifth of his estate.

Library Holds Annual Book Review Contest

In celebration of National Book Week, the sixteenth annual written book review contest sponsored by the Catholic Community Library will be held during the week of November 12 to November 18.

Each college is permitted five entries reviewing books by Catholic authors in any field. The reviews are limited between 400 to 550 words, and all entries must be in the mail by Friday, November 9, 1961.

The points awarded for the winning reviews will be directed towards the Manley Trophy, which will be given away in the spring to one of the nine participating colleges, namely: Donnelly College, Marymount College, Rockhurst College, Sacred Heart College, St. Benedict's St. Mary's College, and Mount St. Scholastica College.

The Manley Trophy, a symbol of literary excellence, has been awarded to the College of Saint Teresa for eleven out of fourteen years of competition, including last year. Rockhurst has held the trophy twice and Sacred Heart College in Wichita, once.

THE STAFF

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Editor Ann Carey

Editorial Staff Ann Banfield, Grace Bartholome, Margaret Hagel, Sharon Hale, Dolores Meyers

Staff Artist Madeline Seferovich

Reporters Sharon Calloway, Janet Chisolm, Theresa Morris, Virginia Nelson, Janet Schmitz, Michaela Sheehy, Mary Ann Tobin

Children's Drama, Ballet Classes Triple Enrollments

This is the second year the College of Saint Teresa offers a course in ballet and creative dramatics for grade school students. The enrollment for 1961 has tripled last year's enrollment.

Instructors for the course are supervised by Sister Felice. Louise Serrone, sophomore, is the ballet instructor. Louise has been studying under Myldred Lyons for fourteen years, and received the Young Artist Degree for outstanding accomplishment in the field of dancing. Toni Maurin, a senior drama major, is the dramatics instructor. Toni is president of the Drama Club and Alpha Gamma Omega.

Both ballet and dramatics are divided into primary and intermediate classes. The former is composed of students from the first to the third grade, and the latter of students from the fourth to the sixth.

Classes are held on Saturdays at 9:00 a.m. and 10:15 a.m. In the ballet classes primary emphasis is placed on the principles of ballet; however, there is also some concentration in the areas of creative and folk dancing.

What's a Woodrow

To those who are new on campus the question might arise: What is a Woodrow Wilson Fellowship? And how do I go about getting one? If you are interested in teaching on the college level and your grades have been good you have a chance of winning this fellowship. However, the competition is tough.

First, you must be nominated by a faculty member. Then after the necessary letters of recommendation and transcripts have been sent in to the foundation, there is a screening process. The top students are selected for an interview before a committee made up of three college professors from different universities. About 25% of those nominated are selected for this interview and about one-half of these are granted fellowships. The fellowship entitles the candidate to attend the graduate school of her choice with all expenses paid plus a fifteen-hundred-dollar stipend to cover board and room.

Woodrow Wilson Fellow Returns From Europe

Anna Jane Wright, 1961 graduate, returned to Kansas City from her five months of European study and travel just in time to pack up again. This time she goes to Michigan University to begin her master's work in English on a Woodrow Wilson Fellowship.

One of a group of twenty-one who last spring went to Europe for an eight-week educational tour with three faculty members, Dr. Billings, head of the Education Department, Sister H. Eileen, dean, and Sister Marcella Marie, head of the English Department, Anna Jane liked Florence so much she stayed there.

After the tour was completed in England Anna Jane returned to Florence to attend the University during the spring and summer session where she enrolled in Italian language and literature courses.

The educational tour from the College spent two of its eight weeks visiting schools and universities in Italy. They were especially interested in the language program offered at Perugia, but after five days in Florence the entire group lost their hearts to that city, not only because of its marvelous art collections at the Pitti Palace and the Uffizi Gallery, but because of the elegant shopping on the Ponte Vecchio and the friendly Florentine spirit.

Although Anna Jane continued with the group visiting schools in Lucerne, Heidelberg, Paris, Chartre, Saumur, and the University of Reading, she said her goodbye to the group which sailed from Southampton on May 10 and made her way back to Florence. While her class was graduating on May 28, Anna Jane was enrolled in an Italian class, attempting to learn the rudiments of that language.

A Woodrow Wilson Reception

A reception was held in honor of Anna Jane, August 31, in the Donnelly Hall lounge. Sister Grace Louise, Woodrow Wilson campus moderator, issued invitations to those students whose names had been submitted by the faculty as prospective candidates.

Sister Olive Louise, new presi-



ANNA JANE WRIGHT, LISTENS TO VIRGINIA BARTHOLOME as she recalls some of her experiences of graduate school at Catholic University where she studied under a Woodrow Wilson Fellowship and received her master's degree in English.

dent of the College, welcomed those present and urged the group to continue their studies after their graduation. Miss Virginia Bartholome, who has just completed her master's degree in English at the Catholic University in Washington, D.C., spoke to the girls about her life as a graduate in a Catholic university. The something new which she encountered was a kind of aloneness. She found the teacher-pupil relationship different from that on a small campus, but she felt the graduate experience was one that helped her to mature. Virginia also expressed her pride in having attended what she called "a very good" small college.

Guests Invited

In addition to the faculty the following students were invited to

this reception: Pat Breed, Ann Banfield, Ann Carey, Jean Carter, Kathy Fry, Dorothy Hain, Margaret Hagel, Sharon Hale, Barbara Metzger, Dolores Myers, Linda Moser, Virginia Nelson, Janet Schmitz, Michaela Sheehy, and Mary Anne Tobin. Among other guests were Anna Jane's parents, Mr. and Mrs. Iben Hunter, Mr. Steve Lucas, a friend of Anna Jane and graduate of Saint Benedict's who is studying at the University of Elizabeth, Katanga, Africa.

Anna Jane is the third CST graduate to win a Woodrow Wilson Fellowship. Last year in addition to Virginia Bartholome's fellowship, Nancy Schmitz won this honor and completed her master's work in French at Laval University in Quebec.

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Freshmen Run Gamut of Experiences From Parties

By Janet



The first few days of college life couldn't exactly be called disappointing, but they certainly were much different from what I had expected.

I was introduced to St. Teresa's in February when I took the ACE scholarship tests and I was given the impression that college life would be mainly centered around plenty of hard work. In fact I was sure we'd all get quite a work-out when our test scores showed how little we knew. My suspicions about college life were confirmed when I took the entrance in May. I was sure college wasn't going to be a snap. We had something called a Psychological Examination for College Freshmen. At the time I wasn't even sure what psychological meant.

And then came the partying. The juniors gave us a watermelon picnic at Loose Park. The affair was at night and this was especially nice because we could dribble watermelon all over ourselves and not be thought uncouth. Then we could wipe our faces with Kleenex and go back to the lighted areas to meet our future friends.

The sophomores invited us to a picnic, but the forces of nature caused them to cancel it. We'll always remember their picnic as the day we had a flood instead of feast.

Then came Friday, September 15. We were all introduced to school life and told how to study. This seemed nice, but I kept wondering when we were going to stop partying and start studying. Members of the faculty all emphasized the need for study as well as play. The 120 freshmen in the assembly hall were acquainted with the ideal of study, and I knew I wasn't the only one who wondered when they intended to fit study into our program.

That afternoon we were all adopted by the more experienced vet-

Watermelon-wild freshmen have their first "taste" of college life, provided by the juniors during a party at Loose Park on September 6. The bottom row which includes, from left to right, Joanne Woster, Pam Masur, Jeanne Atterbury, Mary Lou Waters, Susan St. Clair, and Barbara Merli, feast on the fruit, while four hungry-looking fellow freshmen, Phyllis Carl, Sharon Calloway, Theresa Morris, and Barbara Nemmers, look on from the back row. However, the seed that Barbara seems to be fishing so deftly from between her teeth with her tongue, leads us to suspect that the party wasn't so "fruitless" for the back row as it appears.

Two hard-working junior hostesses; Betty Booker carves the watermelon as Pat Benoist stands by to put the slices on a plate. Claudia Elliott, center, poses idly for the camera.



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ies to Tests During Orientation Period

et Chisholm

erans who were very helpful those first few days of school. These big sisters gave us luncheon and found our caps and gowns for us and were really nice to have around.

The Rockhurst mixer and Senior Tea were the last of our purely social events. Now don't get me wrong, I thoroughly enjoyed meeting those "men" at the mixer, and the Senior Tea provided an excellent opportunity for meeting the upper classmen. Now I really appreciated the efforts of our hosts and hostesses, but it was just that those tests we'd taken and the talks we'd heard at Orientation seemed to indicate something was in store for us.

And after a few weeks of classes, I realized that the parties were a gentle preparation for what was to come. The cool moistness of the watermelon and the din of the mixer at Rockhurst are just pleasant memories crowded into a reality of theology, logic, psychology, humanities, English, and whatever else we have managed to squeeze into our schedules. All 120 of us realize that the hard work has finally come.

Dean Selects Group To Attend Meeting On Graduate Study

Sister H. Eileen, Sister Georgianna Marie, and six seniors will be the guests of the Kansas University Graduate School at the Centennial Conference on Liberal Arts and Graduate Study to be held on its campus October 6 and 7. Dr. Hans Rosengaupt, National Director of the Woodrow Wilson Fellowship Foundation, will be present, and has invited the college deans in this area to meet with him. They will discuss the enlarged opportunities for graduate study at present.

The group will attend meetings on the Humanities, Natural Sciences and Mathematics, or the Social Sciences, according to their interests. The participants will also be guests of the University for dinner Friday night, and for the University Theatre performance of "Idiot's Delight" afterwards.

Kathy Fahlstrom, Marilyn Miller, Margaret Hagel, Dorothy Hain, Alyce Soptick, and Ann Carey are the seniors selected by the dean to attend this conference. The group plans to leave Friday afternoon and return Saturday, after the close of the conference at two o'clock.



At the Senior Tea, Ann Carey, TERESIAN editor, tells freshman Georgeanne Prussing how easy college will be while Georgeanne listens half skeptically and half amused. Big sister Kathy Frye shows her little sister, freshman Kathy McClure, how to smooth out a complicated schedule.



Freshmen Select Joanne Woster As Chairman

On Orientation Day, September 15, the newly assembled Freshman Class elected Joanne Woster temporary chairman. Sister Joan Louise, moderator of the class, conducted the election.

Joanne, graduate of St. Teresa's Academy, was valedictorian of her high school class, held offices throughout her four years at STA, and is here at CST on a music scholarship.

At a subsequent class meeting on September 19, Joanne presided over the freshmen as they discussed and voted on topics to be submitted as themes for Class Day.

Adult-Ed Passes Thousand Mark

Despite competition from similar Adult-Education classes in several such convenient localities as Southwest, Southeast, and Shawnee-Mission high schools, the College of St. Teresa Adult Education program continues to be the preference of people in the Kansas City area. This program began in 1953 and has averaged 1200 a session, at times reaching 1500. Since competition from other local programs, the enrollment per session at CST had not reached the 1,000 mark for two years. However, Mary Ellen Cruff, director of the program, reports that the first eight-week session for this year which began Sept. 11, has an enrollment of 1080. This is also the second year that provision has been made for three sessions a year instead of the previous two.

Fifty-five of seventy courses offered this year are now in session, nearly all of which have a maximum capacity of students. The numbers enrolling in some classes necessitated a division into two sessions. One of the most popular courses is America's current fad, "Rapid Reading." Enrollment in each of its two courses numbers 45. The next most popular course is "The Philosophy of Communism."

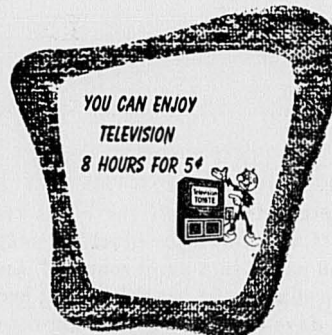
Some of the students taking the "Rapid Reading" course are: Sisters Marcella Marie, Joan Louise, and Felice; Sister M. Alexis and Teresa Martin are in the Book Review class.

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The Future of Education

A Book Review by Ann Carey

Currently, one of the most controversial and widely discussed subjects in our country, as well as abroad, is that of education. This interest varies from articles as to whether the television set will replace the teacher in the classroom to a super-abundance of so-called theory books, which incessantly point out the defects in our educational system, yet never venture to offer a practicable solution to these problems. However, such is not the case with Professor Thomas Molnar in his new book **THE FUTURE OF EDUCATION**. Unlike most of the recent works on education, this book deals not with method and detail, but presents a penetrating analysis of "the entire cultural landscape of modern society," the basis of any educational system.

In our society, the trend in education has been to establish the "ideal average" student, prepared with a vocational skill so that he might step out into an industrial society and take his place in the mass. And, truly, the traditional calling of formal education—that of instill-

ing in youth "a moral, intellectual, and cultural background—" has been pushed aside to facilitate the acquisition of vocational competence as painlessly as possible.

Professor Molnar, however, urges the "encouragement of man's natural aspirations toward excellence," and sees the immediate object of education to be the mind and heart of the person. Consequently, this book is, in part, an attack on the pragmatic philosophy of Thomas Dewey and his followers. It is also a warning to European educators, should they allow this system, which has already been tried and the evil effects seen in this country, to gain a stronger foothold in their land.

For Professor Molnar, the conflict between the "traditionalist" and the progressive educational concepts is "a struggle between the traditional concept of man (his relationship to God, himself, and others) and the theory that man is a cog in the social machinery and a unit in the accounting of experts." Fundamentally, then, it is a conflict between Christian and

anti-Christian.

What, then, is the solution? Professor Molnar does not pretend to have a quick and easy answer to the problem. However, he does hold that the proper concern of a restoration of education is the study of our western cultural heritage, not only to develop excellence in the whole person, but also to enable the mind to form an association with general ideas and the great problems of the "human condition." "To study this civilization is to study ourselves," he states: "to reject or ignore it is to commit spiritual and intellectual suicide." The school, therefore, should strive to maintain a firm grasp of its instructional goals and to acquaint the student with what "the best minds of former ages have created in the fields of science, literature, speculation, and the arts."

Having received a doctoral degree from Columbia University and worked with young people during his teaching career at various private, municipal, and state colleges, Professor Molnar may indeed be considered an authority on this

subject. Therefore, in this age of conflict and indecision, it might be well to heed his words that "the study of our Western civilization at an impressionable age will provide our students with the explanatory principles that they sorely need."

Three Faculty Members Study On Grants

Three of our present faculty spent the past summer away from campus, pursuing further studies in their fields on grants.

Sister Grace Louise, dean of women, received a Ford Foundation Fellowship for summer study in business administration at Indiana University, Bloomington.

Sister Eucharia, of the Biology Department, received a National Science Foundation grant. Sister investigated modern advances in genetics at North Carolina State University, Raleigh.

Sister Rose Daniel, of the Chemistry Department, received a Shell Merit Fellowship and attended Cornell University, Ithaca, N.Y. Sister studied quantum mechanics and also did some work in the area of further education for college teachers.

Future CST, con't.

development of the College will be the building of a new campus at 120th and Wornall which will include dormitories for 400 students and the academic areas necessary to make the plans of the College faculty possible.

There is every indication that the future of the College of St. Teresa will be exciting in its outcome and challenging in its acquisition. It should result in the expansion of the College and its continued growth as a college of significance. Only the understanding and cooperation of the faculty, students, and friends are needed to make the future a reality.



IT ISN'T THAT BARBARA METZER, JUNIOR ENGLISH MAJOR, REGRETS HAVING TO BUY BOOKS, it's only that the small stack represents one-half the books required for ONE course. Of course, it's as Carol Bowman, education major, tells her, "What can you expect if you enroll in a novel course?" And if Barbara wants some real monetary consolation, let her think what her bill would have been in the old-fashioned days of the hard-back. However, with fifteen novels to be read during the next sixteen weeks and the first novel, the naughty TOM JONES, numbering no less than 900 pages, Barbara thinks she had better enroll in some speed-reading course.

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Report on National NF Convention

Virginia Nelson

Those of us who had the privilege of attending the 18th National Congress of the National Federation of Catholic College Students in Pittsburgh, Pa., have at least some idea of the meaning and importance of this federation. We know that personally we gained a great deal. But the purpose of this convention was not just that some 500 representatives of 90,000 Catholic college students could better themselves. We were there to learn all we could so that we might be able to go back to our respective campuses and transmit this knowledge, implement the programs of the Federation, and try to achieve the goal of NFCCS — intelligent, responsible Catholic laymen and women.

Meaning of Freedom

The meaning of "Freedom and Responsibility in a Democratic Society", the theme for this year, was most forcefully brought home to us on the opening night of the convention by Bishop John J. Wright of Pittsburgh when he stated, "The tragedy of your generation may easily be that you will die the death of a martyr without in fact being one — certainly not in full, rich theological sense. For a martyr is not a person who dies at the hand of a tyrant, but one who dies for an idea, who bears witness to a revealed truth, who fully immolates himself to truth."

Racial Question

The racial question has been labeled "our most critical domestic problem." At the convention we heard an actual student participant of the sit-in movement tell of the indignation and violence he had been subjected to. There was a 3½ hour debate on the floor of the Congress before a resolution was passed stating our sympathy with the Freedom Riders.

Refugees

"A Problem of People", one movie shown, gave us an inkling of the enormity of the refugee problem today. We saw how thousands of refugees from Communist Red China were helped by two Mary Knoll priests in Hong Kong. But we were reminded that they constituted only a fraction of the total tragic problem.

The main advantage, though, of the convention comes not from the excellent speakers, but from discussion of these problems and others with Catholic college students from across the country. It is through this exchange of ideas that our own knowledge is enriched.



Sister M. Felice

During the past summer I spent four weeks studying the humanities program as it is conducted on other campuses. I would like to share my findings with the readers of THE TERESIAN.

Perhaps, first of all, I should explain that annually the North Central Association of Colleges and Universities holds a four-week workshop in which the members of the Association may make a self-study of liberal arts problems pertinent to their own campuses. This year the NCA Workshop, held at Michigan State University, was attended by thirty-seven educators, the majority of whom represented church-related institutions. Each one was pursuing a topic of interest or importance to his college. My particular topic was the humanities program in other colleges with a view to revising our program at St. Teresa's.

Sources of Information

I had two sources of information: personal interview and printed material. I talked with individual members of the Workshop to learn what is done in their colleges. I interviewed three speakers on the Workshop program: Dr. Lewis B. Mayhew, Director of Institutional Research at the University of South Florida; Dr. Milo Rediger, Taylor University; and Dr. David K. Heenan, chairman of the NCA Workshop and one of a staff of twenty-eight teachers of humanities at Michigan State University. From the NCA library materials, I made a general survey of the humanities programs in various institutions, but I particularized on the humanities as presented in eighteen colleges and universities throughout the United States.

From interview and study, I learned that the humanities course, generally comprised of history, philosophy, literature, music, and art, is approached in a variety of ways: Great Books, Present Day Living and Thinking, Understanding the Arts, Historical and Cultural Survey, Cultural Epochs, Hebrew-Christian Survey, Interpretations of Life in Western Literature, and Man and His Freedom. Three approaches predominantly used are Great Books or Great Issues; History of Western Civil-

ization; and Orientation of the Student to Works of Art with Criteria for Critical Judgment.

Three methods of instruction are utilized: (1) Contents are taught in separate courses in their respective departments; (2) A staff of specialists teach the various segments of integrated contents (Mosaic plan); (3) A single instructor teaches integrated contents. Of these, the single instructor of integrated contents is considered ideal. There is the problem, however, of preparing a teacher of integrated humanities, but this is being met by some universities now offering degrees with a major in humanities. The teacher of humanities is not expected to be a specialist in each area but simply to have an adequate background in general education. But many colleges with limited faculty and small enrollment find it more practical to teach humanities in separate courses.

Our System

Our present system of teaching the humanities at CST, the staff method, utilizes the mosaic plan of presentation, and is one of the recognized methods. Our subject matter, History of Western Civilization, is one of the three programs most used.

In my study I found that most educators prefer that students use a text book for the integrated course and also buy paperbacks of the classics for outside readings.

A Long Look At Humanities Programs

By Sister M. Felice

When should a student take the humanities? It seemed apparent to me that a freshman is not ready for such a comprehensive course. Rather, she would profit more from a solid six hours of history. This would prepare her for a study of literature, music, and art in her sophomore year. In her senior year the student, in many institutions, is offered a seminar course which synthesizes the various facets of the humanities and other liberal arts studies. This, I believe, is a program worthy of further investigations.

Importance Given

I was impressed by the importance given to the humanities program; this is as it should be since the liberal arts college is concerned with the individual student and her development as a human being. No one can hope to comprehend contemporary civilization who has no conception of the social forces, the play of ideas, and the philosophies that have come out of the past to shape the culture of today. It is necessary to learn to live, as well as to earn a living, and humanities helps us to live enriched and intelligent lives.

My findings on the humanities program as conducted in institutions throughout the country will be presented at the October faculty meeting. It will then become part of the faculty study for the academic year, 1961-62.

Two Biologists Do Research Off Campus



Mary Chu and Mary Wahlstedt

Two CST juniors participated in a research program at the University of Kansas Medical Center during the summer vacation, from June 15 to September 1. Mary Chu, biology major, studied under Dr.

T. Leu, a Virologist, and Mary Wahlstedt, under the direction of Dr. Tom Hamilton, Chairman of the Department of Microbiology. The two girls were also given the privilege of attending graduate seminars twice a week and of using the library facilities at the Medical Center.

An added attraction in this new cooperative arrangement with the University of Kansas was the scholarship which the girls received from the Kaw Valley Heart Association.

With the approval of the Board of Directors of the College of St. Teresa and through the generous cooperation of Dr. Alvar Werder, Chairman of the Department of Microbiology for 1961-1962, at the University of Kansas Medical Center, the Biology Department hopes to continue this program of student participation in research for all its majors.



From The Counselor's Desk

Mr. Nick Johansen

It is often quite difficult to decide, "What sort of occupation do I really want to prepare for during my college years?" Though I know that most of you ultimately expect to be homemakers, there is the question of what you should prepare yourselves to do during those few years as a working girl between college and homemaking.

"Maybe you have said to yourself, 'I think I'd like to be a teacher?'" But how certain are you that you are really interested in this choice? Is this choice realistic in relation to your basic mental abilities? Do you have the type of personality which enables you to get along well with those under your charge, so that you can lead and guide rather than command them?

So it is with each and every position. To be happy in your job, you must be interested in and like what you are doing. You should know what basic skills and abilities are necessary to your occupational choice and which are merely desirable. Is your planning realistically related to your ambitions?

This is where a counselor can help. He does not give you the answers to these questions; rather, through examining and evaluating with you as many of your individual abilities, characteristics, and differences as possible, he enables you to see for yourself the solutions to your problems, and thus to make your own decisions in relation to them. Counseling is a service available to any student who wishes to make use of it, and I as counselor will welcome the opportunity to serve those who avail themselves of it.

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Gallery To Exhibit Modern Italian Art

Kansas City's Nelson Gallery has been selected by the Italian government as the first museum in America to exhibit the works of contemporary Italian artists. This show, sponsored by the Italian government in celebration of the 100th anniversary of Italian unity, will include 100 works by internationally known Italian painters and sculptors. The exhibition will open October 1. On October 27 the Italian ambassador to the United States, Sergio Fenoaltea will be here in connection with the show.

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So You're Reading A Book!

Dodi Meyers



Get a habit, a passion for reading; not flying from book to book, with the squeamish caprice of a literary epicure; but read systematically, closely, thoughtfully, analyzing every subject as you go along, and laying it up carefully and safely in your memory. It is only by this mode that your information will be at the same time extensive, accurate, and useful.

— W. Wirt

And those there are on our campus who have the habit and passion for reading. Can it be true that busy people do not have time to read? Let's look . . . Mary Margaret Salamone, who is a member of the Barn Players besides a working, full-time student has lately finished *THREE TRAGEDIES* by Garcia Lorca. The book of plays is written about the Spanish people and their customs. Mary enjoyed the book very much and recommends it to those interested in dramatics or the Spanish people. . . . Miss Mary Ellen Cruff, director of Adult Education, has closed the cover on *THE LISTENER* by Taylor Caldwell. This book contains a series of experiences by individuals in various professions who talk over their problems to "the listener" who is behind a curtain and never in view of the person talking. . . . Joanne Woster counts *CRIME AND PUNISHMENT* by Dostoevsky among her trophies. It is a stirring account of a young Russian student driven by the pangs of hunger to commit a brutal murder, and the subsequent tracking down and final confession . . . Mar-

garet Hagel, busy about many things, has managed to squeeze in two novels by her two favorite authors, William Faulkner and Henry James. *REQUIEM FOR A NUN* (which really isn't about a nun) by Faulkner and *THE AMERICAN* by James. Margaret enjoyed these books very much . . . Kathy Frye was not interviewed for this column because it is a well known fact that she and the other members of the English Novel Class are bearing *TOM JONES* everywhere these days . . . Mrs. Marion Anderson, director of public relations, is deeply engrossed in the *AUTOBIOGRAPHY OF MARK VAN DOREN*, an outstanding English professor and educator of the twentieth century. This book is actually a chronicling of the events and persons in Professor Van Doren's life rather than a revelation of his philosophy of life. He counts among his former pupils such notables as Whittaker Chambers and Thomas Merton. Professor Van Doren was a Pulitzer Prize Winner for his poetry in 1940. Mrs. Anderson cites this book as intriguing and informative.

TOM FOOLERY

Oh blessed school! Oh mansion of Wisdom! Abode of all that is good and wholesome. Again we return to your sacred halls, your hallowed grounds! Oh to gaze once more upon our beloved masters of art and science, to contemplate once more on thoughts profound and holy! Dear lovely life of innocence and humble happiness! Ah happy hills, ah pleasing shade! Ah joy and youth, sweet spring and summer! With gladsome wings do I return to this beloved bliss! I serenade you with ecstatic song — Cuckoo, jug-jug, pu-we, to-witta-woo!

So much for duty. Now for truth. So we're back at school again. So what's so good about that? What's good about leaving a mountain resort in Montana, or the life of the Frenchman in Quebec, or the life

of the Italian in Venice? What's so blissful about leaving a holiday in the Ozarks or in Florida or Wisconsin? Of course, if you've just been around old Kansas City all summer, even school could look pretty good. But nonetheless like it or not here we are, with our noses pointing to the grindstone—and if your nose is as long as mine you're probably feeling the pain already.

I suppose I ought to say something about the freshmen. I mean it's not that I don't want to. It's just that it's rather frustrating to talk to freshmen who are cuter, smarter, more sophisticated, and less naive than you are, a Big Senior. For a while I tried to tell myself that, at any rate, I felt older. But the sad truth is, I don't; and, of course, I can't tell myself that I look older because that I know I don't. However, there is one thing that I know I have over the freshmen. I'm more sarcastic. This, of course is one quality they couldn't have. It must be acquired by attending college for at least two illusion-breaking-years. Thus with sarcastic sword in hand I will welcome all the freshmen with Wm. Wordsworth's "To the Cuckoo" — "O blithe New-Comer! I have heard, I hear thee and rejoice . . ." But, on second thought, let's not start that again. Enough is enough is enough.

Grace Bartholome

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